2nd Grade Pacing Module 6 *with Suggested Modifications* **Key**

Optional Lesson

Extension Lesson

Remedial Lesson



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| Standards | Topic and Objectives | |  |
| **2.OA.4** 2.NBT.2  2.NBT.6 | A | Formation of Equal Groups  Lesson 1-2: Use manipulatives to create equal groups. Use math drawing to represent equal groups, and relate to repeated addition.  **Combine Lesson 1 & 2**  Lessons 3–4: Use math drawings and tape diagrams to represent equal groups, and relate to  repeated addition.  **Combine Lesson 3 & 4**  Extension Problem Solving Task: [The Wheel Shop](http://www.insidemathematics.org/assets/problems-of-the-month/the%20wheel%20shop.pdf) | **Days: 2**  **In combining Lesson1 &2**, use the concept development from Lesson1 & 2, and the problem set from lesson 2.  **In combining Lesson 3 & 4**, do at least two examples from the concept development in Lesson 3. Relate the problems in Lesson 3 to the tape diagrams in Lesson 4. Use one page from each problem set. |
| By the end of Topic A, your students should be able to:   * Create equal groups of objects. * Use drawings and tape diagrams to represent the groups * Relate equal groups to repeated addition. | | | |
| **2.OA.4**  2.NBT.2 | B | Arrays and Equal Groups  Lesson 5: Compose arrays from rows and columns, and count to find the total using objects.  Lesson 6: Decompose arrays into rows and columns, and relate to repeated addition.  Lesson 7: Represent arrays and distinguish rows and columns using math drawings.  Lesson 8: Create arrays using square tiles with gaps.  Lesson 9: Solve word problems involving addition of equal groups in rows and columns. | **Days: 4**  **Optional Lesson 8** replace with [Cover the Floor](http://gfletchy.com/cover-the-floor/%20) Problem Solving Task. |
| By the end of Topic B, your students should be able to:   * Compose and decompose arrays with drawings or manipulatives. * Relate arrays to repeated addition. * Solve addition word problems using rows and columns.   Snapshot Asssessment 2.OA.4, Problems 1-3. | | | |
| *2 Days for Remediation, Enrichment, Mid-Module Assessment*  [Mid Module Assessment Word Document](https://www.engageny.org/resource/grade-2-mathematics-module-5)  **Suggested Task:** [**Sheeps and Ducks Problem Solving Task**](http://www.insidemathematics.org/assets/common-core-math-tasks/sheep%20and%20ducks.pdf)This could be used as enrichment or as a formative assessment. | | | |
| **2.OA.4**  **2.G.2** | C | Rectangular Arrays as a Foundation for Multiplication and Division  Lesson 10: Use square tiles to compose a rectangle, and relate to the array model.  Lesson 11: Use square tiles to compose a rectangle, and relate to the array model.  Lesson 12: Use math drawings to compose a rectangle with square tiles.  Lesson 13: Use square tiles to decompose a rectangle.  Lesson 14: Use scissors to partition a rectangle into same-size squares, and compose arrays with the squares.  Lesson 15: Use math drawings to partition a rectangle with square tiles, and relate to repeated addition.  Lesson 16: Use grid paper to create designs to develop spatial structuring. | **Days: 6**  **Optional Lesson 11,** it is an extension of Lesson 10. Students have more experience with this in Lesson 12 and 13. |
| By the end of Topic C, your students should be able to:   * Use tiles and math drawings to compose/decompose a rectangle without gaps or overlaps. * Relate drawings to repeated addition. * Use grids and diagrams to practice spatial structuring.   Snapshot Assessment 2.G.2 Problem 1-4 | | | |
| **2.OA.3** | D | The Meaning of Even and Odd Numbers  Lesson 17: Relate doubles to even numbers, and write number sentences to express the sums.  Lesson 18: Pair objects and skip-count to relate to even numbers.  Lesson 19: Investigate the pattern of even numbers: 0, 2, 4, 6, and 8 in the ones place, and relate to odd numbers.  Lesson 20: Use rectangular arrays to investigate odd and even numbers. | **Days: 3**  **Extension Lesson 19**, pieces can be used for enrichment in Lesson 18. |
| By the end of Topic D, your students should be able to:   * Understands that doubles are even numbers * Relates doubles to number sentences. * Pairs objects to skip count * Determine whether a group has odd or even numbers by pairing the objects or skip counting.   Snapshot Assessment 2.OA.3 Problems 1-4 | | | |
| *2 Days for Re-Assessment, Remediation and Enrichment*  [End of Module Assessment Word Document](https://www.engageny.org/resource/grade-2-mathematics-module-6)  ***Enrichment:*** [***Game Show Problem Solving Task***](http://www.insidemathematics.org/assets/problems-of-the-month/game%20show.pdf) | | | |
| ***Total Instructional Days: 19*** | | | |

Links Used:

“Wheel Shop” Task: <http://www.insidemathematics.org/assets/problems-of-the-month/the%20wheel%20shop.pdf>

“Game Show” Task: <http://www.insidemathematics.org/assets/problems-of-the-month/game%20show.pdf>

“Sheeps and Ducks” Task: <http://www.insidemathematics.org/assets/common-core-math-tasks/sheep%20and%20ducks.pdf>

“Cover the Floor” Task: <http://gfletchy.com/cover-the-floor/>

Module Assessments: <https://www.engageny.org/resource/grade-2-mathematics-module-6>